Idaho Management and Accountability System (DRAFT – 11/30/06) "IMAS"

Adult Basic Education

Idaho Management and Accountability System
(IMAS)

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Guidance and Overview

The Idaho Management and Accountability System (IMAS) was developed to facilitate data collection and reporting of student enrollment and performance in Adult and Family Literacy Programs.

All grantees in Idaho who provide Adult and Family Literacy services are required to report data using IMAS.

The data elements included in the current version of IMAS come from State and Federal reporting requirements. Future funding decisions will be based on each basic skills provider's performance, calculated using data collected from IMAS. The performance of all basic skills providers is public information. It is critical that every provider use the same methodology, the same definitions, and the same standards and criteria.

This guide is intended for faculty and staff who are intake advisors assisting with the completion of student intake forms regarding Adult and Family Literacy activities and services for input into IMAS, for data personnel assigned to input data into IMAS, and for teachers who instruct students and input class data into IMAS. If you feel that critical information has been excluded, or if you have questions regarding any of the following information, please contact Vicki Morgan at vicki_morgan@nic.edu or Cheryl Engel at csengel@sde.idaho.gov. If you require technical assistance or training regarding the use of IMAS or the National Reporting System (NRS), please contact Carol Mundt at mundcaro@isu.edu to set up an appointment. Also, please refer to our on-line ABE Website Professional Development Series Calendar for 2006-07 for further training information regarding the NRS, IMAS, Assessment, Goal Setting and more (www.sde.state.id.us/certification/AdultEd.asp). Two IMAS on-site technical visits/training per year are provided to each grantee with federal state leadership funds; however, technical support and training is also available via telephone, webinar, and conference calls. The state leadership team is available to provide technical support, training, and assistance whenever it's needed by contacting one of the above personnel.

Data Collection and Reporting Review List

- Programs must input data into their database according to the schedule found on the SDE/ABE website HTTP://WWW.SDE.STATE.ID.US/CERTIFICATION/ADULTED.ASP (menu selection: Management Information System/IMAS user Manual; however, most programs will be entering data daily. All student approvals at the program level must

be completed within two weeks of entry or the state Office of Adult Education will choose either to approve or reject outstanding approvals. Attendance Alerts will be reviewed mid-monthly to monitor the number of students who have not been separated within the 90 day timeframe. The state Office of Adult Education will assume the role of separating students who exceed the 90 day cut-off date.

● Programs must collect instructional hours in accordance with the NRS definition of actual "contact hours".

● Programs must maintain data systems that provide secure storage of data including individual user passwords, secure locations and the ability to maintain confidentiality of both paper and electronic records.

● Programs must utilize data systems that allow for collection of individual student records and local reporting options.

● Programs must assign dedicated staff to be responsible for maintaining the database. This staff must participate in at least one data-related training activity each year. In addition, the state requires regular, active participation in the statewide database administrators group by at least one representative from each local program.

● Programs must follow state policy regarding the collection and use of social security numbers by
    ▪ allowing a student to sign or reject a release of information form as required by FERPA, and
    ▪ assigning student identification numbers in a consistent and documented fashion to students who choose not to allow use of their SSN.

● Programs must collect data elements consistent with federal reporting requirements.

● Programs must enter Test Record information into their database to document educational gains on a weekly basis.

Level completions are recorded electronically when a student tests into a higher competency level on the post-test, and the post-test is entered into IMAS. The pre- and post-test must follow the pre- and post-test policy for a completion to be recorded (refer to Assessment Policy). All eligible students are to be pre-tested upon enrollment in

the program using the appropriate, standardized testing instrument. The current state pre and post-test standard is set at 50%.

State Role

The state is responsible for implementing NRS procedures and ensuring that local programs follow uniform data collection policies and procedures. These responsibilities include:

- ongoing staff development of local staff;
- technical assistance to local programs;
- implementing quality control and monitoring procedures to ensure that local data procedures are accurate and complete;
- establishing a state database that includes an individual student record system employing a relational database for local programs;
- establishing statewide uniform methods for a student assessment system; and
- documenting state learning gains on the educational functioning levels.

Local Role

Local programs are responsible for allocating sufficient resources to collect the NRS core measures and reporting them according to state and federal requirements. These activities include:

- understanding the definitions of each core measure and follow the guidelines on how to record these measures, including how to handle missing or incomplete data;
- understanding of, and compliance with, the federal and state-defined procedures for assessing students for placement into educational functioning levels and assessing progress using valid, standardized procedures to ensure comparability across programs; and
- understanding how to correctly report data to the state.

Adult Basic Education Acronyms and Definitions

ABE   Adult Basic Education (Levels 1 through 4)

IMAS   Idaho Management and Accountability System- adult education data collection and reporting system for data collected under the National Reporting System (NRS)

ADA	Americans with Disabilities Act
AIDDE	Program Improvement Model used in Idaho ABE programs
AEFLA	*Adult Education and Family Literacy Act*, Title II of the *Workforce Investment Act* which funds adult education services in Idaho
ASE	Adult Secondary Education (Levels 5 and 6)
CASAS	Comprehensive Adult Student Assessment System, a national assessment-to-instruction system of competencies. This assessment is the required standardized assessment used in Idaho to assess placement and performance of all ESL students.
COABE	Commission on Adult Basic Education, a national professional association for adult educators
DOCL	Department of Commerce and Labor
EL/Civics	English Literacy and Civics Education, services to adults in need of English language instruction, skills necessary to pass the U.S. Citizenship examination, technology skills, and competencies in governmental, educational and workplace systems
ESL	English as a Second Language
FERPA	The Family Educational Rights and Privacy Act, legislation protecting the rights of learners' records to privacy and guarding how educational records are shared within agencies or with other agencies
GED	General Educational Development Test battery
IDEA	Individuals with Disabilities Education Act, federal legislation on education services for individuals with disabilities
IEP	Individual Education Plan, a required plan of action and educational support for pupils with disabilities in public schools
LD	Learning Disability
OHI	Other Health Impairment
TABE	Test of Adult Basic Education is the required standardized assessment used for Idaho ABE and ASE students
ILLA	Idaho Lifelong Learning Association, a state professional association for adult educators
LEP	Limited English Proficiency, status of learners with limited English language skills
NRS	National Reporting System for data collection and reporting as required under AEFLA – data is collected on IMAS in Idaho
OVAE	Office of Vocational and Adult Education; good resource for adult educators
Pre-GED	Instructional services to adults whose skill levels are between ABE and ASE

USDOE   U.S. Department of Education, federal agency which oversees AEFLA
WIA   Workforce Investment Act, a block grant of workforce development legislation, of which adult education is
             now Title II
WDC   Workforce Development Council

ORIENTATION AND INTAKE

Student intake information needs to be collected for each student. Student Intake forms can be downloaded from the website at www.sde.state.id.us/certification/AdultEd.asp (Menu item: Management Information System/IMAS) All programs are required to use the state student intake form and collect all the same information gathered in this form.

Definition of Orientation: A process to help learners and program providers make informed decisions about enrollment and participation based on learner goals and skills, included in the orientation process is the Intake Process and Goal-setting Process.
Goal of Orientation: The enrollment and participation of appropriate learners.
Outcome of Orientation: The program's orientation process provides the necessary information for learners to make informed decisions about enrollment and participation.

INTAKE PROCESS

A regularly scheduled process that takes place over a period of two weeks or less and includes but is not limited to the following:

- **Sequence of activities:**   While there can be flexibility in the order in which intake activities are conducted, one principle that seems to hold true is that it is NOT good practice to test a learner as the first activity when he/she walks into a program. Some orientation about program services should be given and some background information about the learner should be obtained before giving the learner the locator or appraisal. Delivery of information about and explanation of program's offerings allows the student the opportunity to gather information about the program and determine how these services might assist them in meeting their goals.

- **Collection of background information:** All programs funded with federal Adult Education and Family Literacy Act, WIA, Title II monies must collect certain demographic data about program participants. Idaho has a standard intake from to collect demographic data and all programs are required to use this intake form. Gathering of demographic (background) information includes the learner's goals and any factors that may pose barriers to participation or completion of the program. Demographic information may be collected in an interview with the potential participant or in a group setting. Learners' goals and potential barriers to participation need to be identified early in the process and should be done in a student/intake advisor or teacher face-to-face meeting when goal considerations can be discussed and referrals to assist in overcoming barriers can be reviewed. If the goals are set prior to the locator/pre-test, then another interview will need to be conducted after the locator/pre-test are administered to provide feedback to the learner and to align the learner's goals with his/her skill levels and realistic time frames for completion.

- **Assessment:** A process to determine learners' basic skills in multiple areas. Formal assessments include standardized tests that have stringent protocols and comparable forms of pre- and post-tests. **Refer to Idaho's Assessment Policy, which is Idaho's mandatory policy in administering standardized assessment for all ABE/ESL students.** The Idaho Assessment Policy provides guidelines and requirements for developing and implementing a comprehensive state and local assessment policy for Adult Basic Education (ABE), English as a Second Language (ESL) and Adult Secondary Education (ASE/GED) programs, including workforce and family literacy programs. The Idaho Assessment Policy identifies key assessment policies that support the following:

  - selection and use of appropriate assessment instruments,
  - appropriate test administration, scoring, and reporting of test scores,
  - appropriate use of test results to guide instruction and improve programs, and
  - reporting valid and reliable assessment results and related information for accountability to local, state, and federal funding sources and policymakers.
    Idaho's assessment policy guidelines include the selection and use of appropriate learner assessment and procedures for:
  - accurate learner placement into appropriate program and instructional levels,
  - diagnostic information to guide instruction,

- pre-and post-testing to monitor progress toward goals, and
- certification of level and program completion.

These guidelines also include staff training and test security requirements for all staff administering TABE and CASAS and use of the results from these assessments. To ensure accuracy and consistency, the Idaho state Office of Adult Education requires that adult education agencies use the Test of Adult Basic Education (TABE) and the Comprehensive Adult Student Assessment System (CASAS) assessments, both with proven validity and reliability that correlate to the National Reporting System (NRS).

- **Locator/Appraisal testing:** A placement test (e.g. TABE locator for ABE students and CASAS appraisal test for ESL) is used to determine the correct form and level of the pre-test to be assigned. Program staff should never guess at the pre-test level or give all learners the same pre-test without first administering the locator test.

- **Diagnostic testing/Pre-test:** The full battery TABE test will be administered for ABE/ASE students as a pre-test and CASAS reading, with listening strongly recommended, for ESL pre-testing.

- **Feedback to learners:** Research on program retention or persistence has indicated that one point of learner disengagement is when a learner begins to attend class or instruction and has not received feedback about the locator or pre-test such that he/she understands the level of the instruction in which he/she has been placed and the types of information that will be taught. Feedback to learners before placing them in an instructional level is imperative. **In many programs, adults leave before receiving 12 hours of instruction and a key cause may be that the learner's expectations and goals were out of alignment with his/her skill levels and this becomes apparent when the learner begins to attend class or instruction. Thus, there must be a process when the learner receives information about the instruction that he/she will receive, the expected outcomes from this instruction, and the timeline for achieving the outcomes.**

- **Prescription** – A one-on-one private session with the learner and teacher/intake advisor to review assessment results and goals, develop or update the learning plan, and update learner permanent

records. The initial prescription component activities occur at the end of the orientation/assessment component and within 12 hours of the learner's entry into the program. Prescription sessions with each learner should also occur after formal assessments (post-tests) or at the end of a program session.

- **Scheduling Classes:** Before leaving the Intake the student is enrolled and has a clear understanding of expectations, goals, and timelines regarding his/her program, class schedule, and completion of goals.

- **Instruction** – Programs should provide a variety of instructional classes, i.e. content classes, topic classes, learning strategy, and test taking classes. Each class should have a syllabus and lesson plans that reflect course content linked to the assessment.

- **Transition** –The discussion of options and transition activities begins in orientation with a discussion of learners' options and continues throughout the learners' participation in the program. Programs must have a written transition plan for moving learners into the next level of learning.

STUDENT GOAL-SETTING PROCESS
NRS Goals
Goal setting for NRS is an integral part of the education process. Establishing goals not only helps define the specific areas in which instruction and learning is to be focused, but also provides a benchmark by which programs and students can assess their progress. For these reasons, the goals set should be realistic and attainable within the program year, between July 1 and June 30.

Programs must assign student goals according to NRS definitions and differentiate between goals for reporting and goals for instructional purposes. Establishing student goals defines the areas in which instruction and learning will be focused in addition to providing a benchmark by which programs and students report progress. To serve this dual purpose, it is essential to differentiate between short and long-term milestones. Within the NRS framework, only goals that are attainable during this program year are reportable.

Goals reported on the Entry Record impact what outcomes you document on the student's Update Records. The

National Reporting System lists five core measures required by the Adult Education and Family Literacy Act of WIA:

- Educational Gain: This is an assumed goal for all students in the program so all records are examined to determine educational gain, regardless of other attainable goals selected at entry.

- Placed in Employment

- Employment Retention

- Placed in Post-secondary Education or Training

- Receipt of Secondary Diploma or Equivalent

Students must select only goals that are truly attainable in this program year for federal reporting purposes. NRS core measures are defined in detail following the Instructional goals.

Instructional Goals

It is the state's expectation that programs will have established student centered intake and goal-setting processes aligned with the state's adult education standards and performance indicators. These program standards address setting goals for instruction and should be developed cooperatively with the teacher and the learner. In setting these goals, it is important that a means of assessing the student goal is identified to assure that the learner understand the steps for achieving their goal. Instructional goals should be re-evaluated on an on-going basis as the learner progresses.

Programs should have written procedures in place for orienting students to the program and helping them set goals that are both realistic and attainable within the program year.

Establishing short-term instructional goals in addition to long-term goals enables the learner to document success leading to the long-term goal. **A copy of the student's instructional goals, as well as their NRS goals (core outcomes) should be included in the student's folder for documentation and on-site review**. Program manager and instructors are responsible for monitoring intake forms with core outcomes and goal-setting.

Professional development training is available for goal-setting through the Idaho state Office of Adult Education and is mandatory training for all new teachers. (Refer to the Leadership and Training Calendar on-line at
http://www.sde.state.id.us/certification/AdultEd.asp

The best time to initiate the process of goal setting is when the student first enters the program. During the intake process, students provide basic information to program personnel who fill out the Intake Form, students take the mandated assessments, and they work with teachers or intake personnel to set goals. Programs should have written procedures in place for orienting students to the program and helping them set goals that are both realistic and attainable with the program year. Refer to the goal setting forms available for program use and found in the Appendix of the Assessment Policy.

In the NRS framework, all students are assumed to have at least one goal—development of literacy skills. This assumed goal is the reason that all enrolled students are counted in the educational gain measure and reported in NRS Table 4.

Often a student may have many goals for attending adult literacy programs. Several of these goals have been defined by NRS as Primary or Secondary goals; however, learners are not required to choose any of these goals. However, good program management would suggest that a program would track the number of students entering the program who are unemployed without the goal of employment and focus attention on the goal setting policy and intake procedure.

If a student decides to choose one or more of the four NRS Core Outcome Measures or Core Indicators as a primary goal, the program is held accountable to assure that the student achieves this goal. Therefore, it is extremely important for intake personnel, teachers, counselors, and students to agree that the goals chosen will be realistic and attainable with the program year.

National Reporting Standards and Core Measures

The National Reporting System lists 5 Core Indicators required by the Adult Education and Family Literacy Act of WIA:

- Educational Gain: This is an assumed goal for all students in the program so all records are examined to determine educational gain, regardless of other attainable goals selected at entry.

- The remaining 4 core measures apply only to students who enter the program with goals related to these measures.
  - Entered Employment
  - Retained or Improved Employment
  - Receipt of Secondary Diploma or Equivalent
  - Placement in Post-secondary Education or Training

Core Outcome Measure #1: *Entered Employment*
Definition: Learner obtains a job by the end of the first quarter after exit quarter*

Applicable Population: Enrolled learners who are not employed at time of entry, who have a primary or secondary goal of obtaining employment, and who exit during the program year.

Collection Procedure: At intake, the local program collects the individual learner's employment status and employment goal. Entered employment is measured any time from enrollment until the end of the first quarter after program exit by data matching procedures (see "Reporting Procedure" below). Note that a job obtained while the student is enrolled is not reported and recorded until the student is separated in IMAS. *Employment* is defined as working in a paid, unsubsidized job or working 15 hours or more per week in an unpaid job on a farm or business operated by a family member or the student.

__Exit quarter__ is the quarter when instruction ends, the learner terminates, or the learner has not received instruction for 90 days and is not scheduled to receive further instruction. Quarters are three-month program-year quarters—July 1-September 30, October 1-December 31, January 1-March 31, and April 1-June 30.

Reporting Procedure: The Idaho SDE/Office of Adult Education has entered into a memorandum of understanding with the Idaho Department of Commerce and Labor to share data: therefore, the ABE Office will run a data match with DOCL. This can only be done with those participants who have valid Social Security numbers and who (1) had the goal of entering employment, (2) had 12 or more contact hours, and (3) exited the program during the program year. It becomes very important for intake personnel to obtain the social security number for as many students as possible. Local programs

will be responsible for collecting accurate Social Security numbers in IMAS for the data match, recording students' goals, recording students' attendance hours, and separating students when they leave the program or receive no services for 90 consecutive days and have no scheduled services. The employment goal data will be reported in NRS Table 5.

Core Outcome Measure #2: Retained or Improved Employment
Definition: Learner remains employed in the third quarter after exit quarter

Applicable Population: Enrolled learners who, at time of entry, were not employed and had a primary or secondary goal of obtaining employment and who entered employment by the first quarter after exit quarter **and** enrolled learners who are employed at entry who have a primary or secondary goal of improved or retained employment and who exit during the program year.

Collection Procedure: For students who obtain a job while enrolled, students who obtain a job by the end of the first quarter after the exit quarter, and students who are employed at entry and had a goal of improved employment or retained employment, this outcome is measured in the third quarter

Reporting Procedure: The Office of Adult Education has a memorandum of understanding to share data with the Department of Commerce and Labor. On a quarterly basis, ABE will run a data match with DOL with the Social Security numbers of ABE students who (1) had the goal of retaining or improving employment, (2) had 12 or more contact hours, and (3) exited the program during the program year. The employment goal data will be reported in NRS Table 5.

Core Outcome Measure #3: Receipt of a Secondary School Diploma or GED
Definition: Learner obtains certification of attaining passing scores on the General Educational Development (GED) tests.

Applicable Population: Enrolled learners who have a primary or secondary goal of passing the GED tests or obtaining an Idaho High School Equivalency Certificate and who exit during the program year.

Collection Procedure: Information on students passing the GED tests is obtained through matching data with the GED Testing Services. Local programs will be responsible for this data matching.

Reporting Procedure: Programs will match the social security numbers of students against the GED Testing information of any students who had the primary or secondary goal of obtaining a GED, had 12 or more contact hours, and exited the program during the program year. This data will be reported in NRS Table 5.

Core Outcome Measure #4: Placement in Postsecondary Education or Training

Definition: Learner enrolls in a postsecondary educational or technical skill training program.

Applicable Population: Enrolled learners who have a primary or secondary goal of placement in postsecondary education or training and who exit during the program year.

Collection Procedure: Information on enrollment in postsecondary educational or occupational skills training programs is obtained through a data match with the Idaho State Board of Education, which is a national student registry.

Reporting Procedure: ABE has a memorandum of understanding to share data with the State Board of Education. At the end of the program year, the SBE will run a national data match with ABE Social Security numbers for students who (1) had the goal of entering postsecondary education or training, (2) had 12 or more contact hours, and (3) exited the program within the program year. This data will be reported in NRS Table 5.

Procedures for the Data Matching

The NRS includes four Core Outcome Measures for which data must be collected using either data matching— entered employment, retained or improved employment, obtained a GED, and entered postsecondary education or training. Beginning in the year 2007, the Department of Commerce and Labor has agreed to provide data match information on a quarterly basis, to the Idaho Adult Education Office. Currently, data match is done once a year. To change this system to a quarterly report means that the first matched quarter would be October through

December with our data being sent to the DOL in March. We could then conduct another match in June for the months of January through March and in September to collect the data for the months of April and June. Post-secondary data will remain a yearly match. The Office of Adult Basic Education will be responsible for coordinating the data-matching process with the other agencies. The results will be received in aggregate numbers for each program and the state. Programs must collect the information from all students who designate the GED goal as either their primary or secondary goals for attending the program by contacting their regional GED test site.

Student Demographics

The following demographics must be entered into IMAS:

SID: (Student Identification Number)

Student Name: Entering the students' names into IMAS allows providers to create class roster reports that show student names as well as SID numbers.

Address: Student addresses must be entered.

Ethnicity: Select the ethnicity to which each learner self-identifies, appears to belong to, or is regarded in the community as belonging. The officially designated ethnic categories are: American Indian or Alaskan Native; Asian; Native Hawaiian or Other Pacific Islander; Black or African American; Hispanic or Latino, and White. This designation is required for the student to be federally reportable and monitor whether programs are enrolling diverse populations representative of their communities.

Date of Birth: Enter the date of birth for each student enrolled. This data element is required for the student to be federally reportable.

Gender: Record the gender of each student. This data element is required for the student to be federally reportable.

NOTE: *Students for whom no ethnicity, date of birth, or gender has been recorded are not federally reportable. IMAS will not allow you to proceed in data entry without these components.*

Entry Status: Participants must be categorized by their "entry status" characteristics for reporting purposes. For each student record:

- **Employment Status:** Check the box that best describes the student's employment status at time of intake. (The entry status does not change during the academic year.)

  - **Employed Adult:** Learners who work as paid employees, work in their own business or farm, or who work 15 hours or more per week as unpaid workers on a farm or in a business operated by a member of the family. Also included are learners who are not currently working, but who have jobs or businesses from which they are temporarily absent.

  - **Unemployed Adult:** Learners who are not working, but are seeking employment, have made specific efforts to find a job and are available for work. This category does **NOT include** persons who have given up looking for a job, or who otherwise are not available for work, including inmates of correctional facilities.

  - **Not in Labor Force:** Learners who are not employed and are not seeking employment.

  - **Disabled**: Learner has a record of, or is regarded as having, any type of physical or mental impairment, including a learning disability, that substantially limits or restricts one or more major life activities, including walking, seeing, hearing, speaking, learning, and working.

  - **On Public Assistance:** Learner is receiving financial assistance from Federal, State or local government agencies, including Temporary Assistance for Needy Families (TANF), food stamps, refugee cash assistance, old-age assistance, general assistance, and aid to the blind or totally disabled. Social Security benefits, unemployment insurance, and employment-funded disability are not included under this definition.

- **Learning Disabled**:   Intellectual functioning, or IQ, is usually measured by an IQ test. The average score is 100. People scoring below 70 to 75 are thought to have a deficit. These kinds of tests need to be administered by a licensed school or clinical psychologist.

*__Developmental disability__ is defined in Idaho Code 66-402 (c) as: *A chronic disability of a person, which appears before the age of twenty-two (22) years of age and is attributable to an impairment such as mental retardation, cerebral palsy, epilepsy, autism or other conditions found to be closely related to or similar to one (1) of these impairments, which requires similar treatment of services or is attributable to dyslexia resulting from such impairments and….*

> ***a.*** *Results in substantial functional limitations in three (3) or more of the following areas of major life activity; self-care, receptive and expressive language, learning, mobility, self-direction, capacity for independent living, or economic self-sufficiency; and*
> ***b.*** *Reflects the need for a combination or sequence of special interdisciplinary or generic treatment or other services, which are of lifelong or extended duration and individually planned and coordinated.*

This definition is repeated in the Developmental Disability Determination Guidelines in Appendix C and the Rules Governing Agencies (DDA) 16.04.11.003.12 in Appendix E.

Student Participation/ Program Enrollment Type

Definition: Learner is enrolled in the following programs or institutions according to the NRS program enrollment type:
- Adult Basic Education Program (ABE)
- Adult Secondary Education Program (ASE)
- English as a Second Language Program (ESL)
- Family Literacy Programs
- Workplace Literacy Programs
- Program for the Homeless
- Correctional Facilities

Collection Procedure: At intake, local program counts learner as entering the appropriate NRS program or class type.

Reporting Procedure: Programs create classes in IMAS under the following "Class Types" and register students in the appropriate classes.

Class Type Choices:
- **Community Corrections (Not State Correctional Institutions)**: Basic Skills program takes place in and is for inmates of a city or county jail, workhouse, detention center, group home, or another regional or local institution designed for the confinement or rehabilitation of criminal offenders, or of a community-based rehabilitation facility of halfway house.

- **Family Literacy Program:** A holistic basic skills program for families with children that integrates: adult education that leads to economic self-sufficiency; training to prepare parents as the primary teachers of their children; age-appropriate education to prepare children for success in school and life experiences, and parent/child interaction time to build literacy skills.

- **English Literacy/Civics:** ESL instruction integrated with civics education, funded at least in part by the English Literacy/Civics Education grant.

- **Job Education and Training Program (JET):** An ABE /ESL instructional program for students who meet TANF guidelines and whose goals include further training and/or employment. The program is designed to upgrade basic skills in preparation for employment and entrance into specific job training programs.

- **Workplace Literacy Program:** A program designed to improve the productivity of the workforce through improvement of literacy skills needed in the workplace by:
  - Providing adult literacy and other basic skills services and activities, including basic computer literacy skills
  - Providing adult secondary education services and activities that may lead to the completion of a GED or High School Equivalency Certificate.
  - Meeting the literacy needs of adults with limited English proficiency.

ATTENDANCE/ CONTACT HOURS

Definition: Hours of instruction or instructional activity the learner receives from the program; instructional activity includes any program-sponsored activity designed to promote student learning in the program curriculum, such as classroom instruction, assessment, tutoring, or Skills Tutor.

Collection Procedure: Instructor or program staff will record the contact hours as they are provided. Note that time spent on assessment can be counted only if the assessment is designed to inform placement decisions, assess progress, or inform instruction. Time used to take the official GED tests (American Council on Education, GED Testing Services) may not be counted as contact hours. However, programs may count the time spent on taking the GED practice tests (published by Steck-Vaughn) if the test results are used for diagnostic purposes to inform instruction.

Reporting Procedure: Data on contact hours, including testing hours and attendance hours, must be entered in IMAS on a regular basis. Contact hours may be entered daily or added up and entered cumulatively at the end of the week, biweekly, and no longer than monthly. Attendance and testing data must be entered according to the IMAS reporting schedule/calendar dates.

Other Resources;

For other resources regarding the Assessment Policy, Training and Technical Assistance, Learning Disabilities, or other topics of interest please visit our website at www.sde.state.id.us/certification/AdultEd.asp .

Organizational Structure

➤ <u>State Level</u>: There is a state level that accesses statewide data.
Data for all Programs and all students can be accessed at this level. State reports can be generated at this level.

➤ <u>Program</u> : This is the level for directors and approved data entry personnel. There is one director login for each Program; all others with this level will be listed as a separate user under the Program.

This login can
- input and **approve** data,
- set up new classes and edit existing classes,
- add and delete users,
- set roles for users,
- see all data for the Program, and
- run tables for the Program.

➤ Login will be the director's email address, lower case with no spaces. The original password is "imas." This will need to be changed in order to protect Program data. At first login, click on "User List" on left menu bar. Click on director's name. Put in new password and confirm by re-entering password.

➤ This will be the first screen when you log on for the first time (Figure 1). Each Program will be set up with the director's email address (lower case, no spaces).
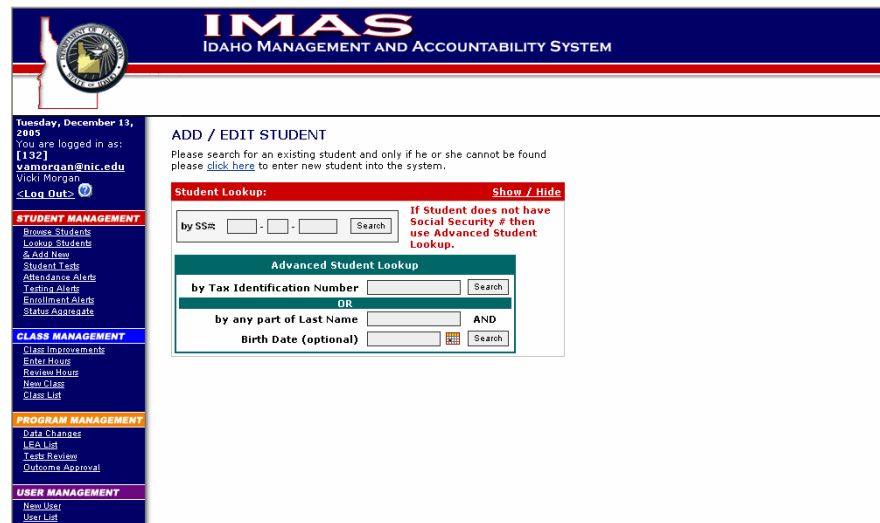
Figure 1

➤ Teacher: This role is determined by the director. Directors will use teachers' email address for login and can let them choose their own password or assign them a password. (*Be sure to use your email address for login.*)

A *VIEW-ONLY TEACHER* can
- view class information,
- view student list,
- view student details,
- view students test, and
- view reports.

A VIEW-ONLY TEACHER cannot
- enter data or
- edit data.

A TEACHER can
- enter students,
- edit students,
- enter test scores,
- edit test scores before approval,
- enter attendance hours,
- edit attendance hours before approval,
- add student outcomes,
- separate students, and
- view reports, attendance, and testing alerts.

A TEACHER cannot
- add users,
- add classes, or
- change roles.

A TEACHER ADD CLASS
- is assigned by the state office to individual teachers in a specific Program.

➤ <u>Program viewer:</u>   This role is a view-only permission level for those in the Program (for example: deans or presidents who would like to be able to log on and look at Program level data). The director must set up this user and password. Use email address for login at this level also.